

Session 2 – Guided Instruction:

Topic 1-1: Own My Future!

Navigating the Course - *Where are we in the course?*

OVERVIEW: During the previous session, students were introduced to the first unit in the course and the broad concepts addressed by this unit. This particular session dives deeper into the idea of owning one’s future. Students explore the knowledge, skills, and attitude required to take ownership of their personal future. This discussion lays a foundation for a decision-making process addressed in a future session.

Unit Concepts & Essential Questions Addressed in This Session

- How do I take ownership of my future?
 - Individuals at my age begin assuming increasing levels of independence.
 - It is my right to independently explore Career Pathways that best fit my personal interests, aptitudes, and aspirations.
 - There are many influences, both internal and external, that may impact my perceptions and how I make decisions.



Session Vitals – *What must I know to facilitate this session?*

Session 2 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Interest Approach: Changing Career Choices	5 min.
3. Teacher Led Discussion: Ownership, Rights, & Responsibilities	5 min.
4. Learning Activity & Application: Owning a Car	10 min.
5. Teacher-Led Discussion: Influences on Our Ownership	5 min.
6. Learning Activity: Six Letters & Filtering	5 min.
7. Learning Application: Working With the Idea of Filtering	10 min.
8. Pair Share Review	5 min.
9. Preview Learning Expedition & Next Session	5 min.
Estimated Time to Complete	50 min.

Preparing for Today’s Session

1. Review lesson plan and materials provided for the session.
2. Load Unit 1: Session 2 PowerPoint slides.

Estimated Time to Complete **20 min.**

Materials Used

- ✓ Unit 1: Session 2 PowerPoint Slides (See the Resource Section)
- ✓ Notebook
- ✓ Activity Sheet 2-1; See Page 2-15 (One Per Student)
- ✓ Activity Sheet 2-2; See Page 2-16 (One Per Student)
- ✓ Learning Expedition Guide 1-1; See Page 2-17 and 2-18 (One Per Student)

Room Set Up

- ✓ Secure an LCD projector.

Entry Points – How do I prime students for learning today?



Bell Work Activity – Time Varies

Students complete a productive task while the teacher completes regular class routines.

Snapshot of the Event:

Step 1: Ask students to create a list of significant events from their lifetime.

Step 2: Complete regular class routines while students work on the task.

Step 3: Transition to the next learning event.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #2
- Notebook

How this event might *look and sound...*

Step 1: Ask students to reflect upon one of two sayings posted in the room.

Write the following statements on the board or show PowerPoint Slide #2.

Session 2 Objectives

- Am I ready to own it?
- Help me, help me! Don't just tell me!



Welcome back! We have an interesting day in store. Our day will involve exploring and understanding the two statements shown on the board. You're probably thinking, "Huh? What do THOSE mean?" I'd love to hear your thoughts. What do you think these two statements have to do with planning for your future?

Elicit responses from students.



While we finish our regular class routines, choose one of the statements and write down three or four main points you think you might hear during our discussion today. Use a clean sheet of paper in your notebook.

Step 2: Complete regular class routines while students work on the task.

While students create their lists, complete regular tasks such as taking roll, lunch count, etc.

Step 3: Transition to the next learning event.

What are some of the main points you expect to hear us discuss today?

Briefly discuss responses.



Wow! Excellent thinking! Keep the list nearby. As we continue our exploration, see how many of the points you wrote down show up in our classroom discussion.

Let's get started!

Interest Approach: Changing Career Choices – 5 mins

Students analyze how their previous career choices have changed over time.

Snapshot of the Event:

Step 1: Guide students in creating a diagram that shows career choices in second grade versus career aspirations today.

Step 2: Discuss the degree to which student aspirations have changed over time.

Step 3: Wrap up the discussion and transition to the next learning event.

Materials Used:

- Notebook

How this event might look and sound...**Step 1: Guide students in creating a diagram that shows career choices in second grade versus career aspirations today.**

To begin the discussion, say:



Come back with me to when you were younger, much younger. Raise your hand if you remember the first thing you wanted to be? For some of you it might have been a fireman or a veterinarian. What were some of the first professions you remember wanting to be?

Ask volunteers to share.



Those were some excellent dreams. Let's move forward to second grade. How did you respond to the following statement in second grade: "In second grade, I knew I was going to be a...?" Invest 15 seconds, use the sheet of paper you wrote on at the beginning of class and write down how you would respond to that statement. Use the left side of the page. How do you answer this question now? On the right side of the same page, write down the answer to, "Today I want to be a...?"

Step 2: Discuss the degree to which student aspirations have changed over time.

Now take a look at those two lists and consider if you had not much, a little, or a big change in your answer. Let's see how much your choices have changed over the past few years.

When I say, "Change!" use body language to represent how much your career aspirations have changed in the following ways. If your career aspirations have not changed much from second grade to now, stay seated. If your answer changed a little, raise both arms. If you had a big change in your answer, please stand up.

Demonstrate the physical response as you remind them of the actions.



Remember, stay seated for no real change, raise both arms for a little change, and stand for a big change. Change!

For most of you, your choice has changed in at least some way. Why do you think this has happened?

Elicit responses. Common responses will include people, events, and awareness of new opportunities.

Step 3: Wrap up the discussion and transition to the next learning event.

Now is the time for you to be prepared to make your own choice. Your challenge for this entire course is to prepare yourself to guide the future changes in your career choice. We are going to help each other identify the ways that you can take ownership of your future.

Core Instruction – How do I facilitate instruction on the core topics?



Teacher-Led Discussion: Ownership, Rights, & Responsibility – 5 minutes

Students identify the requirements for moving toward owning their career choices and evaluate their current level of readiness to own career decisions.

Snapshot of the Event:

Step 1: Introduce the idea of ownership through a discussion.

Step 2: Summarize the discussion and deliver the main idea about the relationship between ownership, rights, and responsibilities.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #3-4
- Notebook

How this event might *look* and *sound*...

Step 1: Introduce the idea of ownership through a discussion.



The process of owning your future begins with an understanding of the term “ownership.”

Who can tell me what “ownership” means?

Lead students to the following definition and write it on the board or show PowerPoint Slide #3. Ask students to capture the definition in their notebook.



Ownership is the possession of something like tools or property that belong to us.

Continue the discussion with:



What is an example of something you own?

Student responses might include: Xbox One, cell phone, headphones, etc.



How do you treat the items you own?

Discuss this question until you get a response that leads into the concept that we are responsible for the things we own. Example would be, “I take care of it.” Use this to explain that with ownership, comes both rights and responsibilities.



Quietly, in your own head, consider the difference between a right and a responsibility.

After you have allowed a few minutes for the students to consider the question, ask for volunteers to share their thoughts.

Step 2: Summarize the discussion and deliver the main idea about the relationship between ownership, rights and responsibilities.

Summarize students' thoughts by writing the following on the board or show PowerPoint Slide #4. Ask students to capture it in their notebooks.

- Ownership = Rights & Responsibilities
- Right — Freedom to make a choice
- Responsibility — Duty or an obligation to do something

Learning Activity & Application: Owning a Car – 10 minutes

Students expand upon the ideas of ownership, rights and responsibilities by considering an everyday application of the idea – owning a car.

Snapshot of the Event:

- Step 1:** Introduce the activity and distribute the activity sheet.
- Step 2:** Guide students in completing “Step 1” on the activity sheet individually.
- Step 3:** Facilitate students moving into groups to complete “Step 2” on the activity sheet.
- Step 4:** Guide student groups in completing “Step 2” on the activity sheet and quickly debrief their work on the step.
- Step 5:** Transition and guide students to apply the idea of rights and responsibilities to the ownership of their future.
- Step 6:** Hold a brief discussion regarding student responses to the task at hand and wrap up the learning activity.

Materials Used:

- Activity Sheet 2-1
- Notebook

How this event might *look* and *sound*...

Step 1: Introduce the activity and distribute the activity sheet.



To enable you to see this principle in action, you are going to have a rare opportunity today. Almost all of you can imagine owning and driving your very own car. Well today, you will have the opportunity to choose the car of your dreams!

Distribute Activity Sheet 2-1 to each student.

Step 2: Guide students in completing “Step 1” on the activity sheet individually.



On your activity sheets you will see at the top, “Step 1.” In this step you will identify the type of car color of the car and create a photo of your car (which you will have to draw, of course). You will have three minutes to complete “Step 1.” What can I clarify? Please complete “Step 1.”

At the halfway point, alert students to the fact that they should be halfway done with their project.

At the three-minute point, students should be finished with their drawings. Move on to the next step.

Step 3: Facilitate students moving into groups to complete “Step 2” on the activity sheet.



For “Step 2,” we will change our process.

When I say, “Let’s hear it!” you will stand up with your notebook, activity sheet, and writing utensil and begin making the sound of your car.

Your task is to find three other students making the same car sound to form a work group. When you have found your group, sit quietly until all students have found a group.

I will assist those of you with unique cars in forming your groups.

Ready? Let’s hear it!

Assist the students in finding appropriate groups. When all students are in groups, point at a group and ask them to make their car sound for the rest of the class to guess their type of car. After all groups have shared their sound, continue with the following directions.

Step 4: Guide student groups in completing “Step 2” on the activity sheet and quickly debrief their work on the step.



Excellent! Your newly assembled groups will now tackle “Step 2” on your activity sheet. In your group, you will create a list of what rights you have in regard to your car and what responsibilities you have to your car. For example, you have the right to wash your car and the responsibility of filling it with gas. Put your answers in the left column of the chart. Leave the right column blank. Please be ready to share your list in five minutes. Go!

Ask for volunteer groups to share their answers. Make sure their lists include the following items:

Rights

- select your car
- wash it
- vacuum the interior
- wax it
- drive where you want to go

Responsibility

- fill it with gas
- change the oil
- fill the tires with air
- drive safely

Step 5: Transition and guide students to apply the idea of rights and responsibilities to the ownership of their future.

Congratulate students on creating a great list of rights and responsibilities for ownership of their cars. Explain that you are now going to take their thinking to a new level. Ask them to focus on the blank right column of their chart. Provide the following instructions:



In the right column of your chart, consider—on your own—the rights and responsibilities you have related to ownership of your future. For instance, just like you had the right to select the type of car, you also have the right to explore your future career path. You can use the car examples to spark your thinking or you can create entirely new items. Please use your best thinking on this task. I look forward to being dazzled by your answers in five minutes. Complete the right column.

Below are ideas for what they might include on their lists. Use these ideas to assist those who might have difficulty coming up with ideas.

Car Example:

Rights

- select your car
- wash it
- drive it where you want

Responsibilities

- fill it with gas
- change the oil
- drive safely

My Career Choice Example:

Rights

- select your career path
- prepare for your career
- change career paths

Responsibilities

- pick the right classes to prepare
- make choices that move you toward your goal
- accept the consequences of your choices

Step 6: Hold a brief discussion regarding student responses to the task at hand and wrap up the learning activity.

When the students have completed their lists or at the end of the five minutes, discuss their answers. Remind students to add great answers from other students to their own lists. Then ask the following question:



Are you ready to accept ownership of your future including the rights and responsibilities that go with it? If so, please sign your activity sheet in the blank at the bottom of the right column. Congratulations on your willingness to take ownership of your future!

Teacher-Led Discussion: Influences on Our Ownership – 5 minutes

Students are guided in a discussion regarding the internal and external influences that may impact ownership of their future.

Snapshot of the Event:

Step 1: Guide students in considering the meaning of the statement, “Help me, help me! Don’t just tell me!”

Step 2: Discuss the various kinds of influences that may tell students who they are and what they should do with their lives.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #5-7
- Notebook

How this event might look and sound...**Step 1: Guide students in considering the meaning of the statement, “Help me, help me! Don’t just tell me!”**

Let’s move forward with this idea of owning our future. There’s a statement at the front of the room that you thought about before class. Earlier you wrote down what you thought, “Help me, help me! Don’t just tell me” may mean. Let’s revisit your thoughts on that statement. Based upon what you now know, how do you think this statement is connected to owning your future?

Elicit responses.

After two minutes (or when it appears that each student has at least one idea) ask students to form pairs and share their great answer with a partner. Then ask for individuals to share the best answer from their pair. Try to lead students to the important message that as they take ownership of their future, they will need to seek out people and opportunities that will help them on their paths instead of listening to people try to dictate what their futures could or could not be.

Step 2: Discuss the various kinds of influences that may tell students who they are and what they should do with their lives.

There are influences that may try to tell you what you must do and who you have to be. Who knows what the word “influence” means?

Elicit responses. Write the following on the board or show PowerPoint Slide #5.



Influence means to impact a result or shape a perception.

*Influences on our perception of what we want to be and who we think we are can be found everywhere.
Influences may come from inside us or around us.*

Write the following on the board or show PowerPoint Slide #6.

Influences Inside Me

- how I think of myself
- my talents
- my interests
- my past choices
- my experiences
- the way I treat myself

Influences Around Me

- what my parents say
- what my teachers tell me
- the kinds of things I'm part of
- the friends I hang out with
- TV, radio, social media
- the things I've read

TEACHING TIP:

When trying to foster a whole class discussion, use the me, us, and everyone approach. In this approach, you begin with the individual constructing a response. They then share that with one to three other people. Finally, those smaller pairs/triads/quartets share their ideas with the larger group.

This method provides everyone with the opportunity to actively consider the question asked and participate in the discussion.

Work with students to add to the list of influences, both inside them and around them, that may change or impact their decisions related to career choice.

Step 3: Summarize the discussion with the main point.

Deliver the following main point and have students capture it in their notebooks. Write it on the board or show PowerPoint Slide #7.

“As I begin to take ownership of my future, the influences that can impact my decisions will increase. If I don't own my future, someone else will.”

Learning Activity: Six Letters & Filtering – 5 minutes

Students experience the idea of filtering as a method for dealing with various influences upon the ownership of their future.

Snapshot of the Event:

Step 1: Introduce the “Six Letters” activity.

Step 2: Conduct the “Six Letters” activity.

Step 3: Process or discuss the “Six Letters” activity and transition to the next learning event.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #7
- Notebook

How this event might *look* and *sound*...

Step 1: Introduce the “Six Letters” activity.



Sometimes it is difficult to tell the difference between influences that can help us as opposed to those that are trying to just tell us what we should do. I have a quick experience to share that may provide us a clue as to how to handle this problem.

Write the following group of letters on the board in the room in this exact order or show PowerPoint Slide #8.

SIOXWLENTETRERS

NOTE: You might even have it up from the beginning of class to create curiosity among the students.

Step 2: Conduct the “Six Letters” activity.



Hidden in this set of letters is an important word in the English language. Your challenge is to find the hidden word. The only way to find it is to remove six letters from the nonsense phrase. Once you have figured out the answer, please quietly and secretly write it in your notebook. Raise your hand and I will check to see if you are correct. What can I clarify?

Begin!

The trick to this task is to filter out the letters in the words “six letters” leaving behind the word “owner.” To help students identify “filtering” as the key process they experienced in this activity, move on to the next step.

Step 3: Process or discuss the “Six Letters” activity and transition to the next learning event.

Ask the following questions to process the activity:



- *How did you find the answer?*
- *Why wasn't it obvious?*
- *What did it take to find the answer? (Listen for “filtering” as the process used.)*
- *How will this ability be important in taking ownership of your future?*

Just like you had to filter out six letters to find the answer, you will sometimes need to filter the influences you have around you when making big decisions – like choosing a career path. This means that you will have to evaluate whether someone or something is trying to just tell you what to do or whether they are trying to help guide you along the way. It's a skill that we can all learn and practice. It isn't always easy to determine who or what to listen to in this process. Let's take a closer look.

Learning Application: Working With the Idea of Filtering – 5 minutes

Students apply the idea of filtering influences in their personal lives.

Snapshot of the Event:

Step 1: Distribute Activity Sheet 2-2 and guide students in completing the first section.

Step 2: Guide students in completing the second section of the activity sheet.

Materials Used:

- Activity Sheet 2-2

How this event might *look* and *sound*...

Step 1: Distribute Activity Sheet 2-2 and guide students in completing the first section.

Distribute Activity Sheet 2-2 and ask students to identify three to five influences (both internal and external) that they believe will truly help them grow in the ownership of their future. Look for people and influences that can help students explore their options and not just tell them what to do with their future.

Step 2: Guide students in completing the second section of the activity sheet.

Ask students to continue working by completing the second section of the activity sheet. This section is designed to have them think about how to proactively deal with influences around them. Rather than just internalizing what students hear and see, they should evaluate what they hear and see and determine what to do with the information.

Bring Closure & Look Ahead – *How do I conclude the session?*



Pair Share Review – 5 minutes

Students work in pairs to complete a quick structured review.

Snapshot of the Event:

Step 1: Show PowerPoint Slide #9.

Step 2: Deliver instructions for students to complete the review tasks in pairs.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #9
- Notebook

How this event might *look* and *sound*...

Step 1: Show PowerPoint Slide #9.



Let's take a moment to look back on what we've learned in class today.

Show PowerPoint Slide #9 to orient the students to the two review tasks.

Step 2: Deliver instructions for students to complete the review tasks in pairs.

Deliver the following instructions to get the students moving:



Thank you for all of your hard work today.

When I say, "Own It!" find your activity sheets and select a partner. Your first task will be to share the list of rights and responsibilities you created for taking ownership if your future.

After you have completed that step, take turns sharing how you responded to the three examples of filtering.

After each participant has had the chance to share please wait quietly for all groups to finish. What can I clarify?

Own It!

After the students have completed the review, congratulate them on taking ownership of their future.

Preview Learning Expedition & Next Session – 5 minutes

Students are introduced to the Learning Expedition scheduled in the next session and choose their homework assignment.

Snapshot of the Event:

Step 1: Set context regarding the next session.

Step 2: Hand out Learning Expedition Guide 1-1.

Step 3: Explain the options shown on the sheet and set up the homework for the next session.

Materials Used:

- Learning Expedition Guide 1-1

How this event might look and sound...**Step 1: Set context regarding the next session.**

Who knows what an "expedition" is?

Elicit responses. Listen for, "A trip, an excursion, a voyage, or an adventure."



"Expedition" may be used to describe many of those things. You may have heard of famous expeditions made by explorers like Magellan, Christopher Columbus, Lewis and Clark, or Cortez. What do these expeditions have in common?

Elicit responses. Listen for anything involving an explorer going into uncharted territory to find something.



Expeditions usually involve a group of explorers going into uncharted or unfamiliar territory to find something. It takes courage, an adventurous spirit and persistence to go on an expedition. During our next session, we will become explorers going on a Learning Expedition. Our Expedition will take us further into this idea of owning our future. We will see how the idea works and get to try out many of the ideas in a test run. You'll also make progress on your Unit 1 Milestone Project. Let's take a look at how our Expedition will work.

Step 2: Hand out Learning Expedition Guide 1-1.



This is a really important document for our group. It is like a detailed map of the territory we are about to explore. During the next session, like most explorers, you get to call the shots.

Hand out Learning Expedition Guide 1-1.

Step 3: Explain the options shown on the sheet and set up the homework for the next session.



There are a number of optional mini-expeditions to go on as you explore this idea. Let's take a look at those options.

Review the “Get Started!” activities. Students are to choose and complete one of these activities as homework before the next scheduled session.

As Time Permits: Review the “Show Me!” Expeditions. Students will want to preview these prior to the next session. However, they will complete the activity in the next session.

As Time Permits: Review the “Test Run!” Expeditions. Students will again preview these, but they will actually complete the activity in the next session.

Note the area for students to consider what kind of progress they will make on the Unit 1 Milestone Project during the next session. Encourage them to review the Milestone Project Description: Unit 1. Particularly, reference the steps shown at the bottom of the project description sheet. These make excellent steps for them to work on during the next session.



Before the next session, you need to choose and complete one of the “Get Started!” Expeditions. This activity will help you start thinking about how you've already started to own your future.

Assessment – How do I assess student work from the session?



OPTIONAL: Score Activity Sheets 2-1 and 2-2 – After the Session

Use the following scale as a simple rubric for assessing student participation today.

Snapshot of the Event:

Step 1: Collect completed Activity Sheets 2-1 and 2-2.

Step 2: Score student work based on the scale provided.

Materials Used:

- Completed Activity Sheets 2-1 and 2-2

How this event might *look* and *sound*...

Step 1: Collect completed Activity Sheets 2-1 and 2-2.

Step 2: Score student work on the following scale:

Completion (both activity sheets completed)	10
Appropriateness (responses on both sheets are appropriate and reasonable)	10
Effort (writing is legible, answers demonstrate an effort on the task)	10
Total	30

The Car I Always Wanted

Step 1

My car is a: _____

The color of my car is: _____



Picture of My Car

Step 2

As the owner of this car, I accept the following rights and responsibilities:

Car Example		My Career Choice	
Rights		Responsibilities	
Rights		Responsibilities	

I accept the rights and responsibilities of ownership,

Listening to Helpful Influences

List three to five influences (either inside you or around you) that you believe can assist and support you in whatever positive future you choose.

Filter the Influence

It takes practice to become really good at filtering the influences around you, but right now is an excellent time to start. Try your hand at evaluating the following statements from some common influences we have in our lives. First, try to determine if the message is trying to help you in discovering who you are and what you want to be or tell you who you are and what you want to do. Then pick a response from those listed that you think demonstrate you are ready to be responsible for the decision on your own.

A friend says, “College is too much work, you don’t want to do that.”

Is this influence helping you or telling you? _____

How can you show that you own the decision to determine if college is for you?

- Go and visit a college campus yourself to determine what you really think.
- Ask a couple other friends about their opinion on the subject.
- Listen to your friend; you’ve seen on TV that college is a lot of work.

A parent asks, “Have you thought about getting a job this summer?”

Is this influence helping you or telling you? _____

How can you show that you own the decision about a summer job?

- Look through the newspaper and find some job ads that interest you.
- Wait around and see if you can find a job the week before summer break.
- Find out what your friends are doing this summer and see if you can do the same.

Your school provides a course where you are asked to create a career plan.

Is this influence helping you or telling you? _____

How can you show that you own the decision to choose your career?

- Sign up for a course.
- Tease your friends who sign up for the course.
- Do research on career options.

Learning Expedition – Topic 1: Own My Future!

Get Started!

Select one of the Expeditions shown to complete as homework prior to the next scheduled session. This Expedition should take you about 10-15 minutes to complete.

- 1) **“On My Own” vs. “With Others” Diagram** - Complete a chart that shows the different kinds of decisions you currently make. You should record this on a clean page in your notebook. Complete the diagram using personal examples.

Your diagram may look like this...

On My Own: Decisions I am Encouraged to Make On My Own	With Others: Decisions Made For Me By Others

For example, you may be encouraged to decide what kind of high school activities in which you want to participate. You would put this under the “On My Own” category.

- 2) **Interview with Self** - Create a journal/blog entry that answers the following two questions. You may create your journal entry in the form of a podcast, a written journal entry, a blog entry, or a YouTube video. If you choose to make a video, podcast, or blog entry, make sure to check with your teacher to determine if he or she is able to view your end product.

Questions to Answer:

- What kinds of decisions are you asked to make by yourself?
- What kinds of decisions are made for you?

- 3) **Illustrating my Decisions** - Create two drawings on the same page. On one half of the page, create a drawing that represents the kinds of decisions you make by yourself on a daily basis. On the other half of the page, create a drawing that represents the kinds of decisions others make for you.

Learning Expedition – Topic 1: Own My Future!

Show Me!

Select one of the Expeditions shown to complete during the next scheduled session. This Expedition should take you about 20 minutes to complete.

- 1) **Read a Short Story** - Read a story about another person your age who is explaining how they feel about taking more responsibility and independence in the decisions they make. Complete a set of questions provided by the teacher after reading the story.
- 2) **Role Play a Script** - Work with two other individuals to assume the role of three characters having a dialogue about the issues they face when accepting more responsibility and independence. Complete a set of questions provided by the teacher.

Test Run!

Select one of the Expeditions shown to complete during the next scheduled session. This Expedition should take you about 10-15 minutes to complete.

Imagine that someone your own age walked up and asked you the following questions:

- What are at least two big decisions about the future that I have the right to make on my own?
 - What are two ways I can show others I am ready to own big decisions about my future?
 - What are at least two examples of influences, internal or external, that might affect a big decision I make about my future?
- 1) **Author a Summary** – Author a short summary paragraph, story, or poem that summarizes your answers to the three questions.
 - 2) **Design an Image** – Create a set of three sketches, drawings, or icons to summarize your answers to the three questions.
 - 3) **Create a Song or Rap** – Write lyrics to a song or create a rap that summarizes your answers to the three questions.

Unit 1 Milestone Project Progress

By this point in the unit you should be forming ideas about your Unit 1 Milestone Project. Write down today's goal for your progress on the project.

HINT: Look back at the steps outlined on your Milestone Project Description: Unit 1 sheet.

My Goal for Today's Progress...